

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the important skills in learning English. Besides, there are several other English skills; they are speaking, listening and writing. Nunan (2003: 69) stated that with the strengthened reading skill, learners will make greater progress and development in all other areas of learning.

Furthermore, according to Harrison in Saputra (2014:87), the importance of reading in relation to human development. Reading determines how the students are able to think, that is has a fundamental effect on the development of imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming. Thus, reading needs knowledge to comprehend the texts. Because, by getting knowledge the reader can get information from the text.

Moreover, the teaching of English reading as foreign language must create students to be active and focused on their reading. For this reason, the teacher should apply various techniques, strategies, and the materials that are relevant and interesting to the students in comprehending the passage well.

Indonesian government determines English as a subject that is taught to students of elementary school, high school and university level. Thus, in Indonesia government has shown its concerns about the importance of English in use. It is stated in the K-13 curriculum that the purpose of English

study in the classroom is evolving students' communicative competence either on spoken or written language. The communicative competence includes listening, speaking, writing, and reading. According to Wardhaugh (2006: 3), communicative competence knows a language also means knowing how to use that language since the speakers know not only how to form sentences but also how to use them appropriately. Meaning that, the learners must understand how to construct, use and comprehend the sentences properly.

In order to support the students' need in reading comprehension, K13 as the curriculum provides this subject. This curriculum is applied by Senior High School 5 Pekanbaru as its guidance in teaching and learning process. In Senior High School 5 Pekanbaru, reading is taught to all levels, from the first level to the third level through kind of texts, such as narrative, report, analytical exposition, spoof and hortatory exposition.

Based on the preliminary study of the writer at Senior High School 5 Pekanbaru, especially at the tenth grade students, the students are still difficult to understand the sentences that they read in English language, especially when they are unable to read fluent.

Samuels in Basaran (2013: 2288) defined reading fluency as comprehending the text when vocalizing. Fuchs et.al. in Basaran (2013: 2288) also added to this definition that fluency in reading is the indicator all other components of reading including comprehension.

In Senior High School 5 Pekanbaru, the teacher uses the conventional technique in teaching reading. One of technique that the teacher uses is

skimming technique. Firstly, the teacher skims a reading passage to the students for several times. Then, the students are asked to answer the questions or fill the blanks about reading passage. Finally, the teacher gives score based on the correct answer. Besides, in teaching reading, the teacher always gives the students test that is done by themselves.

Based on the descriptions above, ideally students in Senior High School 5 Pekanbaru are able to comprehend what they read and answer the questions of narrative text correctly because the teacher has applied a technique in teaching reading process. In fact, the teacher still finds the students who have problem in reading.

Based on the writer's preliminary study at Senior High School 5 Pekanbaru, the writer might conclude that there were some problems that can be looked through the following phenomena:

1. Some of the students had the difficulties to find out the main idea in the narrative text.
2. Some of the students had the difficulties to identify the specific information in the narrative text.
3. Some of the students had the difficulties to identify communicative purpose of the narrative text.
4. Some of students had the difficulties to identify generic structure in reading narrative text.
5. Some of students had the difficulties to identify inference in reading narrative text.

It is the teachers need to find out the way to provide the students different style of teaching reading. The use of different strategy of teaching considered as one of the solutions. One of the strategies that can be used to solve the problem in teaching English, is by reading in pairs work or paired reading. According to Crawford et.al (2005: 22), paired reading is a method in which partners help each other read with understanding. Paired reading provides support for reading the text by using a helper who reads a sentence to the dependent reader, who then re-reads the sentence quietly. The strategy is called “Paired Reading”. The implementation of this technique is following procedures that stated by Meyer & Felton in Willis (2008: 61): First, the more fluent reader reads a sentence or paragraph. (The amount of reading is done before the second student repeats the reading, it needs to be predetermined and kept short enough to keep both readers engaged.) Then the less fluent reader reads the same text. While the second reader reads, the first reader needs to let the less fluent reader try to work out challenging words or phrases before giving hints to model the correct reading. Both readers use the supportive words of encouragement they have practiced and seen modeled by student-reader pairs who demonstrated the activity before students work in their independent pairs. If the more fluent reader gives corrective help, the rules are that the second reader rereads the sentence or passage until he or she reads it independently with expressiveness and accuracy.

Based on the background and phenomena above, thus the writer is interested in carrying out a research entitled: **“The Effect of Using Paired**



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Reading Strategy on Students' Reading Comprehension of Narrative Text at Senior High School 5 Pekanbaru”.

B. Problem of the Research

1. Identification of the Problem

Based on the problem described in the background above concerning the phenomenon, the problems that the writer identified as follows:

- a. How good were some of the students to find out the main idea in the narrative text?
- b. How good were some of the students to identify the specific information in the text?
- c. How good were some of the students to identify communicative purpose of the text?
- d. How good were of the students to identify generic structure in reading narrative text?
- e. How good were of the students to identify inference in reading narrative text?

2. Limitation of the Problem

Based on the identification of the problems above, it was clear that there were several problems involved. Thus, the researcher limited the problem on the difficulties of students in finding the main idea, specific information, communicative purpose, generic structure, and inference in reading text especially on narrative text.



3. Formulation of the Problem

The problem in this research can be formulated as:

- a. How is students' ability in comprehending narrative text taught by using paired reading strategy at the tenth grade of Senior High School 5 Pekanbaru?
- b. How is students' ability in comprehending narrative text taught without using paired reading strategy at the tenth grade of Senior High School 5 Pekanbaru?
- c. Is there any significant difference on students' comprehension the narrative text who are taught by using and who are taught without using paired reading strategy at the tenth grade of Senior High School 5 Pekanbaru?
- d. Is there any significant effect of using paired reading strategy on students' ability in comprehending the narrative text at the tenth grade of Senior High School 5 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

Based on formulation of the problem, the objective of the research can be seen as follows:

- a. To find out students' comprehension in reading narrative text that is taught by using Paired Reading Strategy at the tenth grade of Senior High School 5 Pekanbaru.
- b. To find out whether there is significant difference on students' comprehension the narrative text who are taught by using and who are

taught without using paired reading strategy at the tenth grade of Senior High School 5 Pekanbaru.

- c. To find out whether there is significant effect of using paired reading strategy on reading comprehension or not.

2. Significance of the Research

Related to the objective of the research above, the significance of the research as follows:

- a. To give information about the use of Paired Reading Strategy at the tenth grade of Senior High School 5 Pekanbaru, in order to improve the students' comprehension in reading narrative text.
- b. To enrich the writer's knowledge about the use of Paired Reading Strategy on students' reading comprehension.
- c. Besides these research finding are also expected to be positive issues especially for those who are concerned in the world of teaching and learning English as EFL/ESL.

D. The Reason for Choosing Title

The reasons why writer is interested in carrying out this research are:

- a. This topic needs to be discussed because the writer wants to know the effect of using paired reading strategy on students' reading comprehension in reading text.
- b. This research is very important to do because it is to fulfill one of the requirements of academic demands.
- c. As far as the writer knows, this topic has never been investigated by other writer yet.
- d. The location the research facilitates the writer in conducted this research.

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E. Definition of Term

1. Reading Comprehension

Reading comprehension is a process or product of the understanding the text in order to get information.

2. Narrative Text

Narrative text is text that amuse and entertain the reader.

3. Paired Reading Strategy

Paired reading strategy is a strategy to comprehend the narrative text by divided the students into pairs and read along together.